

## **Introduction**

The policy has been written to ensure the development of a whole school approach towards the teaching of sex and relationship education.

## **Principles**

Sex and relationship education is essential if young people are to be responsible and well informed to make decisions about their lives. It will not be delivered in isolation but will be firmly embedded in the PSHE curriculum provided by the school. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

## **Guidelines**

Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It has three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Teaching will be tailored to the age and physical and emotional maturity of the children, and should be developed through the PSHE framework and the requirements of the National Science Curriculum.

### **Through PSHE Carlton Central Infant and Nursery School will enable pupils to:**

- Develop their perceptions of self-worth and self esteem
- Develop confidence in talking, listening and thinking about feelings and relationships
- Name parts of the body and how their body works
- Protect themselves and ask for help and support

### **Through Science, Carlton Central Infant and Nursery School will enable pupils to:**

- Know that animals including humans, move, feed, grow and use their senses and reproduce
- Recognise and compare the main external parts of the bodies of humans
- Know that humans and animals can produce off-spring and these grow into adults
- Recognise similarities and differences between themselves and others and treat others with sensitivity

## **PRACTICE**

Effective sex and relationship education is best achieved through a whole school approach. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one to one basis or in small groups.

The school will help children to develop confidence in talking, listening and thinking about relationships. A range of strategies will be used, including establishing ground rules, discussions, circle time, role-play, collective worship and encouraging reflection. The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. If a pupil asks a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and advise the pupil that at this stage we will not be learning about that but when you are older you will talk about this at school. The pupil may also be advised to ask this question to their parent/carer.

If a question is too personal, teachers will remind pupils about the ground rules. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow our safeguarding procedures.

## **Confidentiality**

Teachers cannot offer or guarantee absolute confidentiality. If abuse is suspected, teachers should follow the school's safeguarding procedures.

## **Review and monitoring**

This policy will be reviewed by the PSHE co-ordinator in consultation with other staff as appropriate if changes occur or at a frequency not less than every three years